

Historic, Archive Document

Do not assume content reflects current scientific knowledge, policies, or practices.

1892Ex
op2

EXTENSION SERVICE

REVIEW

U.S. DEPARTMENT OF AGRICULTURE * JANUARY 1973

RECEIVED

MAR 1 1973

PROCUREMENT SECTION
CURRENT SERIAL RECORD

44/1



The Extension Service Review is for Extension educators—in County, State, and Federal Extension agencies—who work directly or indirectly to help people learn how to use the newest findings in agriculture and home economics research to bring about a more abundant life for themselves and their communities.

The Review offers Extension workers, in their roles as educational leaders, professional guideposts, new routes and tools for speedier, more successful endeavor. Through this exchange of methods tried and found successful by Extension agents, the Review serves as a source of ideas and useful information on how to reach people and thus help them utilize more fully their own resources, to farm more efficiently, and to make the home and community a better place to live.

EARL L. BUTZ
Secretary of Agriculture

EDWIN L. KIRBY, Administrator
Extension Service

Prepared in
Information Services
Extension Service, USDA
Washington, D. C. 20250

Director: Walter John
Editor: Mary Ann Wamsley

The Extension Service Review is published monthly by direction of the Secretary of Agriculture as administrative information required for the proper transaction of the public business. Use of funds for printing this publication approved by the Director of the Bureau of the Budget (July 1, 1968).

The Review is issued free by law to workers engaged in Extension activities. Others may obtain copies from the Superintendent of Documents, Government Printing Office, Washington, D. C., 20402, at 30 cents per copy or by subscription at \$2.50 a year, domestic, and \$3.25, foreign.

Reference to commercial products and services is made with the understanding that no discrimination is intended and no endorsement by the Department of Agriculture is implied.

EXTENSION SERVICE

REVIEW

Official monthly publication of Cooperative Extension Service; U. S. Department of Agriculture and State Land-Grant Colleges and Universities cooperating.

CONTENTS

| | Page |
|---|------|
| Army helps with 4-H camp | 3 |
| Variety trials help farmers increase income | 4 |
| Special classes aid small farmers | 6 |
| Consumer survey reveals needs | 8 |
| Kids become farm-city ambassadors | 10 |
| New Horizons—for rural leaders | 12 |
| Aide teaches food stamp recipients | 14 |
| Vinegar in the jug | 16 |

A unique 'alumni association'

The eight persons honored as national 4-H alumni winners at the 1972 4-H Congress brought the total number of people who have been so recognized in the past 20 years to 160. They include such people as astronaut Alan B. Shepard; U.S. Senator John Sparkman; opera singer Miss Jane Marsh; and other outstanding citizens from all walks of life.

Not only is 4-H proud of its alumni; the eight 1972 award winners indicated that alumni are proud of their 4-H background and grateful for what it did for them. They credited 4-H with opening new worlds for them, helping them gain confidence and develop character, providing them with a disciplined approach to competitiveness, guiding them into careers, making college a reality, and helping them set and achieve their life's goals. In return, these outstanding 4-H alumni, like many of their counterparts nationwide, are helping 4-H provide some of the same kinds of benefits to today's young people.

The impact of 4-H influence on eight people—or even 160 people—may seem small. But those 160 represent 2,650 State and 33,400 county alumni winners over the past 20 years. And even the State and county winners are only a small segment of the 31 million people in the United States today who are former 4-H'ers.

The fact that 4-H has influenced the lives of so many people should be not only a proud record to stand on, but also a reminder of the importance of making every young person's 4-H experience a memorable and valuable one.—MAW

by
Jimmy Tart
4-H Youth Editor
North Carolina State University

Army helps with 4-H camp



Sgt. Lajos Noszek teaches a class on wildlife to a group of the underprivileged youngsters attending a nutrition camp at Fort Bragg.

The Defense Department, at the suggestion of the Department of Agriculture, last July authorized the establishment of 4-H Clubs on military installations in the United States. This article tells how the Army, in turn, is making its resources available to Extension.

The Cumberland County, North Carolina, Extension Service staff and the Army have joined hands to conduct a program that will not be forgotten by 100 underprivileged youngsters.

The youngsters, ages 8 to 14, attended an Expanded Nutrition Day Camp for 3 days in August at the huge Fort Bragg Military Reservation.

Classes were taught under tents. The youngsters ate food prepared in Army mess halls and served by servicemen. They watched a paratroop jump and toured the post museum.

The youngsters attended classes on nutrition and crafts taught by Extension personnel and sessions on first aid, wildlife, and recreation taught by Army instructors.

Children were selected to attend the camp by Extension nutrition aides who serve their homes. They met at the county office building and were carried to Fort Bragg on Army buses.

According to Mrs. Era K. Robinson, home economics Extension agent, the jointly sponsored program was dreamed up about a year ago in a county Extension Service staff conference when the agents were discussing how to use the Army's resources. Contact was first made in April by letter to Lt. Gen. John H. Hay, commanding general of Fort Bragg.

Meetings were held; more letters were written; and phone calls were made to work out final details. The program was held in cooperation with the 82nd Airborne Division under the command of Maj. Gen. Frederick Kroesen.

About 150 soldiers from Company A of the 2nd Battalion Airborne, 505th Infantry, responded, setting up tents in advance. Each day about 20 soldiers assisted with classes and served meals and refreshments.

The youngsters were not the only ones who enjoyed the program. 2d Lt. Ned Longsworth said his men received satisfaction from working with the boys and girls. This gave them an opportunity to develop lesson plans and training aids and to teach classes.

The Army can cooperate in such domestic-action, socially-related projects if they do not interfere with military duties. Projects must be undertaken with resources that are not immediately involved in military missions, and the programs should be incorporated with military training.

The day camp gave a platoon leader an opportunity to organize resources, feed the youngsters, and schedule classes. This training and experience are just as important as other types of military training, says Fort Bragg's Maj. James White.

Mrs. Robinson reported that the Army will be reimbursed for lunches and refreshments by the School Food Service.

The Cumberland County Extension staff and the Army are evaluating this year's program and taking a look in the crystal ball to see what joint ventures can be worked out for the future. □

Variety trials help farmers increase income

by
Thayne Cozart
*Extension Information Specialist
Washington State University*



County Extension Agent Felix Entenmann has maintained five localized crops nurseries in Whitman County since 1955. He uses the results of the nursery program to impress upon farmers the advantages of selecting proper varieties and using high quality seed.

Convenience is a big selling point for everything from TV dinners to drive-in banks, so it's predictable that a conveniently packaged educational activity like the Cooperative Extension Service's cereal crops variety demonstration program in Washington State also meets with high acceptance.

Dr. Kenneth Morrison, Washington State University Extension agronomist, figures that the prime small grains production area in his State

is too large and too diverse to expect farmers to attend educational tours at one central location.

"Our annual rainfall varies from less than 10 inches in some areas to more than 20 in others. The elevation and soil types vary, too. These factors, plus the sheer travel distance involved, indicated to me long ago that only localized crop variety demonstrations would be effective educational tools," Morrison explains.

He began the localized crops nursery program in the mid-1950's. With close cooperation from county Extension agents and personnel from the USDA Agricultural Research Service Crops Division, nurseries were established on private farms in nine eastern Washington counties—Whitman, Lincoln, Walla Walla, Columbia, Garfield, Klickitat, Spokane, Asotin, and Stevens. Farmers donated use of the land.

County Extension agents are the keys to the success of the program. They arrange with local farmers for locating the nurseries; help with planting, maintaining, and harvesting the plots; publicize and help conduct tours; and conduct followup educational programs.

County agents cooperating in the program in 1972 were Felix Entemann, Whitman County; Larry Brown and Duane Erickson, Lincoln; Robert Williams, Walla Walla; Art Sunderland, Columbia; Dick Brown, Garfield; Howard Willson, Klickitat; Clayton Kelsey, Spokane; Joe Maxwell, Stevens; and Cecil Bond, Asotin (now retired).

"We established from one to five nurseries in each county, depending upon its size and diversity of crop growing conditions," Morrison notes.

In the fall the nurseries are seeded with winter wheats and barleys. In the spring, they are seeded with spring wheats, barleys, and oats.

In the summer, just prior to harvest, Morrison and the county agents conduct twilight tours to show farmers the results of the nursery demonstrations.

"We schedule the tours in the evenings to make it easier for farmers to attend. After each tour, we have re-

freshments and a question-answer session. These are the things we think boost interest and attendance," Morrison says.

Attendance at the twilight tours is excellent with more than 300 persons turning out in some counties.

"During the 17 years we've had the program, we've established our credibility by showing meaningful differences in varieties under growing conditions similar to the farmer's.

"I think we can attribute the rapid adoption of new varieties by eastern Washington farmers back to the crops nursery demonstrations. If a farmer has seen a new crop growing during its screening and testing stages, he's likely to switch to that variety when it becomes commercially available.

"Rapid acceptance of an improved variety can mean literally millions of dollars to an economy based on small grains like eastern Washington. This pays dividends up and down main street in every community," Morrison emphasizes.

The specialist cites one other important benefit of the crops nursery program—helping farmers appreciate the cereal grains breeding programs being conducted by WSU, other universities, and the USDA.

Morrison and the county agents make every effort to maximize the educational value of the demonstrations and to assure the validity of the information presented.

Each variety in a nursery is replicated four times. Each 20-foot by 4-foot plot is posted with a sign that names the variety and lists the last year's average yield and the average yield for all the years the variety has been in the nursery.

Each tour visitor signs a register and after harvest receives a detailed report of the current year's results.

At each nursery, the county agent describes the nursery program and the land preparation, fertilization, weed control, and planting and harvest dates.

During the tour of the plots—which is limited to less than an hour—Morrison and the county agent describe each variety, the purposes it was bred for, its adaptability, and the history of its yields, test weights, and lodging problems.

The 1972 nursery demonstrations involved 11 varieties of winter wheat, six winter barleys, six spring wheats, eight spring barleys, and four spring oats.

In Whitman and Columbia Counties for the past 3 years, Morrison has included a demonstration in the nurseries to show the effect of seed size upon wheat yields. Using Nu-gaines wheat seed, Morrison screened the seed into three sizes—small, medium and large—and planted at a uniform rate of 60 pounds per acre.

The results have been startling. The large seed size has averaged yielding 10.9 bushels per acre more than the small seed and 3.6 bushels more than the medium seed.

"This indicates to me that a farmer can gain a lot by using high quality seed with large plump kernels. It will pay him, not cost him, to buy the best seed he can find," Morrison confirms.

With Morrison's small grains nursery program bridging the gap between the research farm and the commercial farm, Washington seems assured of maintaining its status as a leading small-grains-producing State. □

by
C. Edward Bible
Extension News Editor
University of Tennessee

Special classes aid small farmers

Special-interest classes proved to be the key to teaching Shelby County, Tennessee, farmers with limited acreage how to make more money.

Census figures showed that 808 farmers in Shelby County had incomes of less than \$5,000, according to Ernest Brazzle, Extension agent in that county.

"We held special-interest classes for vegetable and hog producers during the winter in an effort to help these farmers organize their resources and apply research information to increase their production," he said. "We used circular letters, radio programs, telephone calls, and personal contacts to build attendance."

Brazzle added that door prizes of seed, fertilizer, and insecticides were given as attendance awards.

After each meeting, a question and answer session was held and one member of the county staff interviewed a few farmers for evaluation.

"We knew that to hold classes for farmers and not follow with farm visits would be a waste of time," Brazzle said. "So to keep the program alive, we chose 10 demonstrators, or leaders, from each enterprise group to show their neighbors the recommended production practices."

These leaders were chosen from different areas of the county. They attended classes regularly, and each worked with 10 other farmers. Thus, 200 other producers were reached.

County staff members worked closely with each of the leaders to keep them informed and motivated. For the vegetable growers, the staff

stressed such practices as construction of hotbeds, calibrating sprayers, collecting soil samples, applying recommended herbicides, and land selection.

"Our objective with the vegetable growers was to increase returns per acre from \$657 to \$707—a \$50 per acre increase," Brazzle explained.

Extension agents also worked with the farmers to teach the use of recommended varieties, insect and disease control, and harvesting and marketing practices.

"These production and marketing tools will increase net returns and provide income to accomplish the long-time goals we have established," Brazzle said.

He said that of the several markets available to these farmers, urban stores, roadside stands, and pick-your-own operations are the most popular.

A survey of several grocery markets and food store managers showed that there was a great demand for high-quality, locally grown vegetables. Also, many of the farmers sell at the Farmer's Grower's Association in Memphis.

Concerning the work with the swine producers, Brazzle explained that data from the census, the Tennessee Crop Reporting Service, and Extension surveys showed the Shelby County workers where emphasis needed to be placed.

"We decided to concentrate on disease and parasite control, selection of breeding stock, use of homegrown feed, production of two litters per



year, and swine management and marketing," he said.

"Our 5-year objective was to have these swine growers to increase their income from each unit of production."

The methods and procedures used were very similar to those used with the vegetable growers. Special-interest classes, using slides, bulletins, and other Extension materials, were taught by local, State, and district Extension workers.

"As with the vegetable growers, we worked with 10 swine producers who in turn worked with 10 others," Brazzle said. "Again, 100 or more people were reached and helped in planning to reach their goals."

The Extension staff made farm visits to help these small-acreage farmers in budgeting and planning.

The staff also helped with the construction of farrowing units, feeding and watering units, and summer and winter shelter.

Brazzle added, "Four old barns and sheds have been converted to farrow-

The farmer at left shows the county Extension agent (right) some of the sweet potatoes he grew, following recommended practices. This field yielded 310 bushels per acre. The demonstrator below (center) has improved the quality of his pigs from grade 4 and below to grade 2 by following Extension-recommended production practices.



ing units. Farmers reported this practice increased the number of pigs raised by more than 20 percent."

Special efforts have been made to obtain boars of different breeds that would improve the quality of pigs. These boars were placed in different sections of the county and were made available to the small farm herds.

"In 1966 the staff surveyed six farms and found that 80 percent of the pigs graded below average," Brazzle said.

"We emphasized better feeding and breeding, and 4 years later 70 percent of the pigs from these same farms graded average and above average."

He said that five farmers who had previously produced No. 4 and utility pigs changed their breeding, feeding, and other management practices. Three years later, one farmer marketed five litters that averaged 9.6 pigs per litter, and all pigs graded No. 3.

The latest sale of feeder pigs from

these farms showed that 90 percent graded No. 2 and 10 percent graded No. 3.

Extension personnel also helped get 10 high-quality Yorkshire gilts that were placed with demonstrators and farmers. Three of the gilts were bred to a Hampshire boar.

"The first litters graded 96 percent No. 2's!" Brazzle said.

Another example that was given by Brazzle concerned a farmer who sold an old sow and bought a high-quality gilt to improve his herd. After he followed Extension's recommended practices for breeding and feeding, the sow farrowed 30 pigs in two successive litters and weaned 26 pigs.

Both litters were fed to market weight and graded No.'s 2 and 3. The gross receipts from the sale of the two litters were nearly \$1,400.

"We believe that the right kind of 'boar power' with the right kind of females will help our farmers make money," Brazzle said. "Today there are eight selected boars in the county on small farms."

The small-acreage farmers have learned that feeding corn to hogs is a profitable way to market their grain. Corn demonstrations have been set up with yields of up to 92 bushels per acre being reported.

"The Extension staff in Shelby County has seen many changes take place as a result of our work with these swine and vegetable producers," Brazzle said.

"We have seen some needs met and some goals reached. Some of the people have resisted changes, but most have accepted them."

"We believe much good has been done, because we can point to many families whose farm incomes have improved. Five of these families now have gross farm incomes of more than \$10,000 per year."

"Still, there is much to be accomplished. Overall, however, considering the supporting facts from demonstrations and the favorable comments from the farm families, we are well assured that our efforts have not been in vain." □

Consumer survey reveals needs

Why do Florida consumers choose to shop at a particular food store? What do they consider to be their greatest problems when shopping? How many of them understand unit pricing and open code dating?

Extension home economics agents wanted to know the answers to these and similar questions. Ideally, the way to get such information is to ask the food shoppers themselves. But Extension had no additional funds with which to conduct a statewide survey.

The committee charged with planning the 1971 Consumer Education Month activities felt, however, that a statewide survey could be done with the help of Extension homemaker club members, who could be trained to serve as interviewers.

The executive board of the State Homemaker Council offered its support and agreed to encourage county councils and homemaker clubs to assist with the survey.

Determining where the interviews should be conducted was the next

concern. What place could be better than at the food stores? The State consumer education specialists visited administrators of several food chains to explain the proposed survey and enlist their assistance.

These administrators expressed a sincere interest in Extension's desire to obtain information about the consumer and indicated that having information about their customers would help them improve their services.

It was agreed that the interviews would be conducted near the entrances of food stores.

With the support of the homemaker clubs and the food industry, the Extension home economists were ready to develop the instrument to be used in the survey. A one-page questionnaire prepared by the consumer education specialists was reviewed by the food industry and Extension administrators.

To give appropriate emphasis to Consumer Education Month, the survey was planned for September. Friday, September 10, was chosen as the date, since schools would be open and most Floridians would be "back to their normal routines."

This date proved to be less than ideal for a few Florida counties, which have a high percentage of retirees, many of whom were vacationing.

The survey hours were from 10 a.m. to noon and from 5-7 p.m., to give a representative sampling of both employed and unemployed shoppers.

Next came the selection of the stores where the interviews would be

carried out. Within each county the home economics agent organized a committee to select a cross-section of all kinds of stores located in various types of neighborhoods.

They tried to choose those which would give a representative sampling of the counties' residents. The names and addresses of the stores chosen were sent to the consumer education specialists.

The specialists made a list of the stores belonging to each chain and sent these to the appropriate State and regional administrators of those chains.

They, in turn, granted local store managers permission to participate. Independently-owned stores were contacted directly by the county home economics agents.

When compiling the lists of stores from which to make their selections, agents found there were no complete lists of all food stores within a county. Many committees learned about stores which they did not know existed.

When contacting the stores about the survey, agents had new opportunities to tell about Extension's educational programs.

Home economics agents, council presidents, and delegates received training on survey methods and procedures at the State Extension Homemaker Council meeting in July. Upon returning to their counties, the agents, assisted by council presidents and delegates, trained the volunteer interviewers.

To inform the general public about the upcoming survey, Extension's editorial department blanketed the State with TV and radio spot announcements and newspaper articles. All forms of media cooperated in telling consumers about the survey's purposes and when and where it would be conducted.

On the appointed day, 2,191 volunteers shed their role as homemakers and became interviewers for a day. Interviewing each 10th person entering 882 food stores in 51 Florida

by
Mary N. Harrison
and
Lizette Murphy
*Consumer Education Specialists
Florida Cooperative Extension Service*

counties, they completed 20,288 questionnaires. These were sent to the State Extension office for processing.

The questionnaire had been designed to obtain information about the shopping behavior of Florida consumers, their opinions about food shopping, their shopping problems, and the background information necessary to identify the types of shoppers.

This information has real significance when planning Extension programs. For example, one of each five persons interviewed was over 60 years of age, and more than 21 percent

were retired. This points up the need for increased emphasis on programs designed to meet the needs of the elderly.

One of each four food shoppers was male. This identifies an audience which has been somewhat neglected.

Questions pertaining to shopping practices provided information about such things as how often Florida consumers shop for food, whether or not they use a shopping list, where they learn about advertised "specials," whether they save trading stamps, and their understanding of unit pricing and open code dating.

The need for Extension to continue to emphasize programs in time and money management was substantiated. For example, three of each five shoppers was not using a list. More than one-fifth said they shop for food four or more times a week.

Money was the problem most often listed, but a high percentage also listed time. Many shoppers said they do not understand unit pricing and open code dating. As a result, Extension is expanding its program in these areas.

Some of the questions were of special significance to the food stores. For example, fast checkout was the service preferred by most shoppers, and slow checkout lines was a frequent complaint.

A high percentage of the shoppers said they save trading stamps and like them. A majority of the shoppers indicated an interest in having unit pricing and open code dating provided by the stores.

The survey has been useful in many ways:

—the information obtained is of value to Extension home economists in program planning, and to the food industry in meeting consumer concerns,

—it has strengthened the cooperative efforts and working relations of State and county staff with the people in the county and with the food industry, and

—a State legislative committee requested the survey information and used it to help guide them in preparing legislation pertaining to consumer issues.

This statewide coordinated effort brought much publicity to Extension and created an awareness of Extension's role in educating consumers in a way that could never have been done by each county doing something differently or individually.

A major project such as this, with good publicity and cooperation, can both strengthen Extension programs and increase the public's knowledge of them. □



Above, Mrs. Ruth Ann Miller (left), Extension home economics agent in Sarasota County, discusses the progress of the survey with two volunteer interviewers. At left, a food shopper voices her opinions to an Extension interviewer during the consumer survey.



by
Marjorie Groves
Assistant Extension Editor
Iowa State University

Kids become farm-city ambassadors

"City kids soak up the glories of the farm"—that's an old story. Reports filter in from Extension offices everywhere about city youngsters visiting farms for a day or a week. The new story is about those farm kids staying in homes of inner-city boys and girls.

The story happened around Waterloo, Iowa—the scene of racial strife earlier in the summer. The children did the two-way visiting for a good reason.

"This is one way to dissolve fears and prejudices people have about each other," said Jane Cornelius, summer aide for the Expanded Nutrition Program (ENP).

Ethnic and economic differences, fear of the unknown, and pickets made organizing the exchange a challenge, said Reggie Byrd, another aide. The aides were trying hardest to find families to participate in the exchange during the time of racially oriented, emotionally charged picketing at a Waterloo shopping center.

Fears, mostly unfounded, were common on both sides, Reggie said. Farm families hesitated to send their children into the inner city, some because they were afraid they would get "mugged." City parents had similar fears about the possibility of farm accidents.

In spite of the fears and the push of summer farm work, the aides were able to set up eight exchanges. The success of this year's program should mean greater participation next year, Reggie speculated.

The exchange involved matching an urban family with a rural one. The city kids had been selected with the help of the ENP family food aides.

From their long-term work with families, the aides could suggest children who would benefit from the experience and help them get ready for their farm guests.

Jane contacted the rural families by phone using the membership lists of agricultural groups. Of the nearly 100 families she talked with, only about 10 agreed to participate in the two-way exchange.

"About 75 families would have been willing to have a 'disadvantaged' city child to stay on the farm, but not to send their youngster to town," said Jane.

In addition to being hesitant to send their children into a different lifestyle, many rural families found the project impossible because of demands of summer farm work, fairs, and family vacations.

Likewise, some city parents were eager for their children to take part, but couldn't handle the pressure of an additional mouth to feed. "One family had three children sleeping on the floor already. Where could they put an extra?" Reggie asked.

Children of families who could participate were matched according to age and sex. "As much as possible, we tried to match interests, too," said Jane. Most of the families first met each other at a picnic planned so they could get together to decide the best time for the exchanges.

"It worked out best to let the families plan their own times instead of us designating one week or something. That way they could plan around conflicts—like vacations," she added.

The county Extension office carried short-term insurance on all the chil-

dren while they were away from home.

After the exchanges, the parents had fewer fears about the other's place of residence and were happy that their youngsters got along so well with different kinds of people. Most of the rural boys and girls had never known a black child before.

The youngsters? Well, it seems kids would make the best ambassadors. "They just don't seem to pay any mind to differences in people; they just have a good time," said an inner-city mother as her son wrestled around with his new friend from the country.



Garth, a country boy, third from right above, watches with his city host brother, Kelvin, left, and the rest of the family as their mother repairs a torn jacket. At right, Garth introduces Kelvin to one of his horses. The exchange taught the boys a lot about each other's daily lives.

At ages 9 and 8, city boy Kelvin and farm boy Garth weren't too concerned with the cultural values of the exchange; they were intent on just having fun.

Kelvin fell in love with the horses immediately, but fell off during his first attempt at bareback riding. After only 1½ days in the country, though, he could take a running leap and scramble onto the patient horse's back.

Garth was excited about his guest, too; he has four older sisters, none of whom play much football with him.

There were a few adjustments to be made with a new child in the home, some parents found. Kelvin, for example, accustomed to the independence of riding his bike around his city neighborhood, at first would wander off without telling anyone. One morning, after a search, Garth's mother found Kelvin chatting with a man in the neighbor's hog house.

Generally, though, kids were kids. "Both boys eat a lot, sleep well, and run in and out of the house letting the flies in," said Garth's mom.

"There's more to do in town," Daryl, a 13-year-old farm boy, said of his stay in Waterloo with Marc. Daryl especially liked bowling, swimming, and sleeping late. Baseball proved to be a common denominator for the boys and they played a lot of it both in town and out on the farm.

Like other youngsters in the exchanges, Marc helped his host brother with chores Daryl usually helped with. He wasn't really crazy about walking up and down soybean rows looking for weeds, but who is?

"Farm chores for 9-year-olds are usually more fun than work," said another rural mother whose son took part in the exchanges.

"Faron (from the city) was up at 6 a.m. the first day, and the second morning he was awake at 5:15, before anybody else, to be sure he would be ready to help with milking."

Sometimes things didn't go quite as planned. One girl ended up in the hospital for a tonsillectomy shortly before her scheduled trip to the farm.

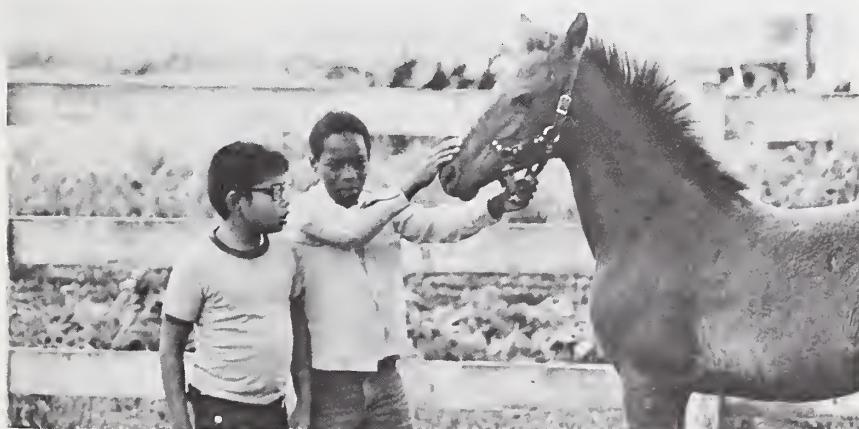
The farm family visited her in the hospital and made new arrangements for the trip.

Another time, a farm family came to pick up their guest and an extra child climbed into the car. So they took her along, too.

Jane added, "Full-family participation makes the exchanges go well. It doesn't work if anybody feels pushed into taking part. We tried to match kids' interests and ages. When you tell people they're part of an experiment, they feel adventurous and try even harder to understand each other."

There's a lot happening, Reggie concluded. The children are making friends with youngsters of different backgrounds, and the parents are becoming less fearful. The families are looking forward to getting to know each other better even after the exchanges are over.

"Children are more flexible than grownups, and a child exposed to a different environment doesn't grow up with misconceptions," he added. □



by
Linda Morningstar
Assistant Agricultural Editor
Michigan State University

New Horizons—for rural leaders

Drug traffic, zoning disputes, abuse of natural resources, racial tensions—dilemmas once peculiar to the city—are now problems shared by rural communities.

To train rural leaders to meet these problems, Michigan State University's Cooperative Extension Service has created a 3-year study and travel program called New Horizons.

It grew out of an MSU Farmers' Study Program sponsored by the Kellogg Foundation, and is now part of the University's Center for Rural Manpower and Public Affairs.

About 35 people between 25 and 35 years of age are selected in three- or four-county groups. The program consists of about 150 discussion hours and several travel seminars over a 3-year period. Two pilot groups are now in the third year of the program, two are in the second, and two are in the first.

Chosen for their potential as community leaders, the participants are from diverse social and economic backgrounds. In one group, for example, there is an auditor for the U.S. Department of Agriculture, a dairy farmer, an attorney, a county treasurer, a homemaker, a restaurant operator, the manager of an automobile salvage business, a township supervisor, and a clergyman.

"We already have a fair amount of autonomy and responsibility. What we're getting from New Horizons is a broad exposure to the human resources in our communities," one participant explained.

"Without this communication between various occupations and income levels, people tend to develop tunnel vision," said another.

This tunnel vision can afflict ad-

joining counties, too. Counties that are physically connected often are economically and socially isolated, a New Horizons county coordinator said. "But problems and opportunities just don't limit themselves to county boundaries."

For that reason, the program is conducted in multi-county areas. Participants thus can both look objectively at their local areas and work cooperatively with their neighboring counties.

Extension funds the New Horizons program with \$10,000 to allow counties to secure resource people. Each participant is asked to contribute

about \$75 per year to cover the rest. Travel seminars are an additional expense.

"We try to see to it that eligible participants aren't excluded because of inability to pay," explained Dr. David Cole, program director. "At least 30 percent of the participants receive partial fellowships, usually from local businesses."

Nominations are solicited from local businessmen, educators, leaders of labor organizations, civic groups, and agricultural organizations. Eligible nominees are then contacted and encouraged to apply.

The one-day-a-week sessions are held during the late fall and mid-winter, a period of lull for people in agriculture. The only shortcoming is in recruiting housewives and hourly workers who have difficulty getting time off, a county coordinator said.

First-year emphasis is on personal communications and group dynamics. Participants analyze their value systems and their roles in public decision-



Above, New Horizons students talk a moment before class. From left to right are a farmer's wife who is a township board member; a tool and die maker and union officer; and a dairy farmer who is a Farm Bureau officer. At right, Director David Cole (foreground) and a New Horizons participant listen to a lobbyist describe his job.

making. They also work on speechmaking and conducting meetings.

"I can now tell when someone at a meeting is bluffing and when he is sincere," a school administrator said, "and I've learned ways of persuading the opposition in a group without causing resentment."

A clergyman said, "I had been in self-evaluation programs during my clerical training, but seeing the others in the group struggle to understand their values was enlightening. It gives me some idea of what kinds of things we can or can't jump into in this community."

Another participant recalled a session when a group of students came to talk about drug education. "A lot of us were turned off by their long hair and informality—especially when they sat cross-legged on the desks. But I think we're beginning to sense a meeting of the minds rather than being conscious of physical features."

A second facet of the first year's training is becoming acquainted with

local and State government. An assistant to the Governor spoke to the group about the problems of planning priorities in Congress, assessing property tax, and zoning. He also pointed out that letters and other expressed opinions from the electorate really are a barometer for elected officials.

In other sessions, a lobbyist discussed his functions and a Michigan senator let the New Horizons participants play "legislator for a day."

Speakers are selected from both the Extension Service and six Michigan universities. Each speaker is critiqued by the group.

"I can draw from a wide staff of Extension leaders who in turn have contacts," Cole explained. "Sometimes we simply use people from the local community."

In one group, for example, high school seniors, administrators, and board members from a four-county area discussed the advantages and inadequacies of their school systems.

The participants themselves design the second- and third-year programs. Along with the county coordinators, they assess their counties' situations and suit the program accordingly. Topics in the second-year program have ranged from rejuvenation of welfare programs to preservation of farm lands and improvement of vocational education programs.

One of the third-year groups is critically studying local community problems. The other has chosen three main areas of study: attitudes of American youth, criminal justice, and community land-use planning.

A particular merit of New Horizons is its flexibility, Cole said. The participants are free to challenge and change parts of the program that seem weak or irrelevant. One group, for example, wanted more small group interaction, so their schedule was altered to allow it.

Other suggestions are under consideration. One participant wants a time period set apart at the end of the day for summary evaluation. Another feels the travel seminars are superficial and wants in depth coverage

instead. Another wants more local participant planning.

What do the participants especially like about the program? "I really enjoy the personal communication with the resource people," one participant said.

"It's also nice having the speakers available for followup information," said another. "I can reach people in facets of government and education I wasn't previously acquainted with."

Participants are urged to read a large number of books, all of which can be borrowed from the university's New Horizons library.

During the 10 months between sessions, independent study programs are available, including "The Cost of Clean Water," "Migratory Farm Labor Dilemmas," "Speechmaking," and "Drug Abuse."

The New Horizons program offers Extension educators the opportunity to work together toward a common goal. In the four-county program in Tuscola, Huron, Sanilac, and Lapeer Counties, for example, agents cooperated across county lines. And within county staffs, agents combined their efforts, too.

In Lapeer County, County Extension Director Leo Dorr worked closely with Virginia Ortiz, Extension home economist; Tom Thorburn, agricultural agent; and Phillip Tigges, 4-H agent. All participated in New Horizons planning.

Achievements of the New Horizons program can be seen, for example, in the 4-H Council member who is more confident and poised, the farmer who decided to join the Lions Club to meet with fellow "businessmen", and the man who decided to run for county commissioner—and won.

"The program has been so successful," says Leo Dorr, "that we plan to conduct our own program in Lapeer County."

Program Director David Cole said that New Horizons is not a set of principles to be learned and forgotten. As the distinctions between rural and urban lifestyles merge, New Horizons members will be prepared for fruitful decisionmaking. □



Being at the right place at the right time appears to be the secret to how a Jefferson County, Alabama, program assistant reaches a target audience of an average of 278 per month.

The right place is one of the regular places throughout the county at which the county's bright yellow food stamp bus stops to recertify food stamp recipients.

The right time is after the people have gathered and just before the mobile unit arrives. At this time Mrs. Katie Halfacre, a program assistant, presents a nutrition lesson to the food stamp recipients who are waiting for the bus.

The idea for the mobile food stamp unit originated with the Jefferson County Commission as a way to overcome the problem of having only a limited number of distribution centers.

Auburn University Extension Service's Expanded Food and Nutrition Education Program (EFNEP) had been in Jefferson County for about 18 months when this project began. A member of the Jefferson County Commission contacted C. H. Johns, county Extension chairman, explained the mobile unit idea, and asked Extension to cooperate by teaching the families how to best use their food stamps.

Since then, the program has progressed from an idea to a successful operation.

Food stamp recipients look forward to Mrs. Halfacre's presentations at all of the 10 regularly scheduled monthly stops she makes with the bus. One woman says, "What I learn at the food stamp bus has helped my family wonderfully."

Another said, "I tried the corn meal mix you told me about. . . . It was the best corn bread I ever made."

"I have been able to save at the grocery store since you taught me how to make a grocery list before going shopping," said another.

The mobile unit idea fit well into the regular Expanded Food and Nutrition Education Program in Jefferson County. It provided an oppor-

tunity to reach large numbers of a target audience.

In early 1969 when the work on the project began, 10 part-time program assistants were teaching foods and nutrition to low-income homemakers throughout metropolitan Birmingham.

Mrs. Halfacre, one of the program assistants, was selected to assume the new duties associated with the food stamp mobile. She had been with the program since its beginning and had shown a great deal of potential. She still works with some individually enrolled families in addition to her food stamp bus audiences.

This new program venture required some revised techniques. Mrs. Halfacre had to learn to adapt her teaching methods and materials to a new and different audience. Some new equipment and supplies were needed, such as a portable table, insulated chest for hot and cold foods, display easel, flannel board, and other visual aids for large groups.

Mrs. Halfacre travels in her own car to the regular stops, arriving about 20 minutes before the bus comes. The crowd already has begun to gather by the time she gets there.

She sets up her table near where the bus will stop, begins to prepare for the lesson, and the waiting crowd moves toward her.

If the lesson is on preparation, she may already have the dish prepared, depending on the recipe. Whenever possible, she does some preparation for audience viewing.

As the crowd's interest grows, she begins her lesson, always including some pertinent nutrition facts and money-saving ideas. She brings related handout material for everyone. If a dish has been prepared, each gets a sample along with the recipe.

By the time the audience has finished sampling, the big yellow bus is usually arriving. Mrs. Halfacre remains a short while to answer individual questions, then packs up to move on to the next stop.

Mrs. Margaret Whatley, associate county Extension chairman, and I

Aide teaches food stamp recipients

by

Jo Scott

Extension Home Agent
Jefferson County, Alabama

conduct weekly training conferences for the 20 program assistants. In a followup conference, we help Mrs. Halfacre select the nutrition lessons and prepare the visuals she will use at the bus stops.

No individual family records are kept on families who receive information at the food stamp bus. Mrs. Halfacre keeps a record of the number of people who attend, and they are reported as families worked with who are not officially enrolled in the EFNEP. This number ranges from 200 to 300 each month, for an average of 278 per month in 1971.

If someone in the audience requests individual assistance, she is contacted by the program assistant assigned to her geographical area. If the homemaker desires, she enrolls in the program and receives regular visits or joins a group.

An annual evaluation helps determine the program's success. The evaluation tool is a simple questionnaire which is completed by each person in attendance at all the bus stops during a single month.

Frequency of attendance at the lessons seemed to exhibit some level of the audience's interest. The 1971 evaluation revealed that 22.2 percent of the evaluation audience had seen Mrs. Halfacre give more than five



Mrs. Jo Scott, Extension home economist (foreground) and Mrs. Katie Halfacre, EFNEP program assistant, serve samples of salad which had been prepared for the lesson at this food stamp bus stop.

lessons at the food stamp bus during the year.

The number of recipes used by the audience appears to be some indication of audience comprehension and actual use of information. According to the 1971 evaluation, 17.4 percent of the evaluated audience had used more than five of the recipes they had been given at the food stamp bus.

The evaluation tool has questions directed at determining changes in the food-related habits of the audience. Results such as these were reported:

—49.3 percent had planned their families' meals to include the four basic food groups,

—50.2 percent had learned to spend their food stamps for healthful foods rather than snacks,

—17.1 percent had learned to cook more foods that taste good and are also reasonable in cost, and

—47.5 percent had begun using dry milk in meal preparation.

This venture has not been without problems. The food stamp bus project

has traveled a few rocky roads. Record-keeping is possibly the most ambiguous aspect of the program. Accurate and meaningful records are difficult to gather and maintain on an audience which varies in composition from month to month. The only records kept at present are the monthly attendance and the results of the yearly evaluation.

Recipes for demonstration require careful selection. On-site preparation of food is difficult because of the absence of facilities, so some dishes are prepared in advance. A few of the mobile unit stops have an indoor or covered area for use in food lessons. Most of the time, however, the lessons are presented outside. In unfavorable weather, Mrs. Halfacre improvises by shortening the lesson, but occasionally must cancel one.

Audiences generally are rather attentive, but distractions are ever-present in such an informal setting. Mrs. Halfacre strives to overcome these through worthwhile, informative

lessons presented in an interesting manner.

Cooperation and concerted efforts on the part of many have contributed to the project's success. It would not have been possible without the excellent cooperation of the Jefferson County Commission, who initiated the entire program.

In addition, the local food stamp office has accepted the project and cooperated completely with it. They provide Mrs. Halfacre and the county Extension office a copy of the scheduled bus stops each month.

The 1971 evaluation data seem to indicate a general acceptance of the program by the audience and some significant progress with them.

Mrs. Halfacre recognizes the project's value and reaps much satisfaction from the favorable comments she gets from her audience.

The program is progressing as planned, and we hope it will continue in this direction, constantly carrying the message of "good food for better living" to more and more people. □



Vinegar in the jug

"New" is one of the most appealing words in our language. Whether it applies to cars, clothing, or Extension programs—offering something new attracts special attention. Each new day or new year gives us a fresh start.

And that is fine, *but*—having something new doesn't mean that we must discard something old. Although we do give up periods of time—day, month, year—we retain knowledge of our experience in those periods of the past. And in our programs, we learn how to put the old and new together.

During my boyhood days on the farm, my family kept a jug of vinegar in the cellar. As we needed it, we would pour some from the jug; and about as frequently we would add some fresh cider. There was a gelatinous mass at the bottom of the jug which we called "vinegar mother." We were always careful not to pour that from the jug, because it was the catalyst to activate the fresh supply.

And so it is in conducting Extension work. We have had some excellent new programs and new approaches. But we learned that our success with them depended on proper blending of the new with the old.

For example, the States have had phenomenal success in recent years with the new idea of using paraprofessionals (program aides) for educational services. This has been especially true in the Expanded Food and Nutrition Education Program. At the same time, we continue to depend on well-trained professionals to conduct training and to carry our home economics programs to the more advanced homemakers.

Emphasis in agricultural programs continues on having county agents provide counseling to farmers generally, and recently to more operators of small farms. But we also have a system of providing advanced assistance, through area agents and specialists, to the more specialized farmers, ranchers, and agribusinessmen.

The same situation applies in our programs for youth. These programs have been advancing rapidly into urban areas, but we are not neglecting the youth on farms and in rural areas. Even though we have been playing down the "boy and calf" image of 4-H, it doesn't mean that we want to eliminate that kind of project. We are merely trying to attract young people in cities and towns with types of activities that appeal to them.

A similar philosophy applies in building an Extension staff. We welcome young people on our rolls because of the freshness of their ideas and the new vigor they bring to our programs. And we also need the experience and stability of older members of our staff. Together they provide the blend that gives us "vinegar."

One problem with Government agricultural programs in the last decade, and also back in the thirties, was the frequency of their "hatching." Before a staff could get started well on one new program, another would come along and dilute the efforts of the first. As a result, some programs were not fully activated. Over-dilution was avoided somewhat by dividing up the "mother" into new "jugs" (agencies).

In the field of Extension communications, we are constantly blending the new with the old, tested methods. When radio came along, and then television, we put great emphasis on them for educational services. But we didn't stop using newspapers, magazines, and publications. Today we adopt new approaches such as telelecture, but we still depend on meetings, demonstrations, and other types of group teaching. And we still use the one-to-one approach in much of our work.

The idea of all this is to say that we need to fit our services to the people we are to serve. And we should carefully blend the new with the old. It makes for better "vinegar."—Walter John